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ABSTRACT

Historical development of adult education in Croatia can be identified in seven phases: (1) the beginning of the 20th century and the period between the two World Wars; (2) World War II; (3) period from 1945 to the early 1950s; (4) early 1950s to 1965; (5) period between 1965 and 1980; (6) 1980s; and (7) period after the fall of the Berlin (Germany) wall. In every one of these periods there were achievements, progress, stagnation, and even regressions of the realization. Adult education in Croatia has a long tradition with relatively significant achievements. The paper discusses Croatia's adult education accomplishments, through each historical period. The paper examines further development and perspectives of adult education in Croatia. It finds that adult education in Croatia should be further developed as the integral part of lifelong learning in which adult education would keep its specialty in the theoretic-methodologic foundation and practical solutions; but, at the same time, acquire new characteristics of the lifelong learning philosophy. It also finds that andragogic theory and practice should be far more developed and the Andragogic Centre in Zagreb (Croatia) should be programmatically organized and equipped with staff to become the research center for development of adult education. (Contains 10 references.) (BT)

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ACHIEVEMENTS AND PERSPECTIVES OF THE ADULT EDUCATION IN CROATIA

1. VIEW OF THE PREVIOUS ANDRAGOGIC THEORY AND PRACTICE IN CROATIA

Historical development of the adult education in Croatia happens in the framework of the socially-economical, political, cultural and other changes. There are seven phases that can be identified in the development:

- the beginning of the 20th century and the period between two World Wars
- the World War II
- period from 1945 to the early fifties
- early fifties to 1965
- period between 1965 and 1980
- 80's
- period after the fall of the Berlin wall (Pongrac/Lavrnja, 2001)

In every of the periods mentioned above there were some achievements, progress, stagnations, and even regressions of the realisation (Pongrac, 2000). The result is the fact that the adult education in Croatia has long tradition and relatively significant achievements. Perhaps these achievements are not so great, but they left the trace not only in the country but also abroad. What should be emphasised is that in the field of the andragogic theory and practice in Croatia the originnal practical solutions and models of adult education occured, and the andragogic science in its foundation and development had the contact with the andragogic science in developed world (Lavrnja/Klapan, 1997).

The early development of the adult education in Croatia at the beginning of the 20th century was under the influence of happenings in Austria-Hungary and Middle Europe, because Croatia made the part of the multinational monarchy. Influence of other countries, of the university extensions from Great Britain and national high schools in Denmark for example, were both indirect and direct in the process of foundation of the people's universities– the institutions of the kind were already familiar in Austria, Hungary, Czech Republic and Germany. From 1918 to 1941 Croatia was the part of the unitarian kingdom Yugoslavia. However, besides the centralistic policy and likewise conception of education in Croatia, the institutions for adult education with specific characteristics developed. This shows that the education of adults cannot be unified or leveled out to average even in a situation like this. The examples are: ABC-Club courses for the illiterate, Popular University, Peasant University, institutions and courses for the national education, national universities, HPKZ, Schools of the National Health with the significant contributions to the andragogic practice and andragogic theory. Andragogic ideas in Croatia between two wars are under the influence of the pedagogic and andragogic ideas of the European flows and

reformation of the civic pedagogy. Our scientists and experts (Bazala, Matičević, Turić, Vuk-Pavlović, Pataki, etc.) visited European cultural centres, they followed the theoretically-pedagogic and andragogic literature. It was the time of the influence of the modern philosophy, cultural and spiritual-scientific pedagogy. (Lavrnja, Klapan, 2000). Therefore, among other things, some important theoretical-methodologic and epistemological questions of the andragogic theory occurred, such as: objectives of the adult education, socially-psichological aspects of the adult education, methodological questions of the adult education, methods, techniques and strategies of the adult education...

The adult education made the integral part of the national liberation revolutionary fight against fascism and nacism during World War II. In spite of war, the adult education was rich in content and provided with the variety of forms and instruments (Ogrizović, 1985). There were analphabetical courses, spoken newspapers, reading groups, lectures, artistic-entertaining performances, medical courses, general education courses, etc. In the sphere of education there were the following institutions: national universities, cultural centres, national libraries and reading rooms.

After World War II Croatia is one of six republics of the socialistic Yugoslavia. During 40's and in the early 50's the country is under significant influence of the Soviet regime, including the adult education. Political-ideological education with the related public lectures, political courses and newly established political schools dominate. Weakness of the existing organization of education was the consequence of bad work conditions, and it resulted with limited performance, especially in the anti-illiteracy movements. There were work improvisations; andragogic-didactic, programm-content and psychological components of the adult education process were not organized with relevance. Besides, the

existing relationships with the advanced pedagogic and andragogic ideas of the contemporary European and world's provenance were broken. (Lavrnja/Pongrac, 1996). After the break with USSR and abandoment of the Soviet model in education, the relationships with the western countries were established. It meant the preorientation in adult education. In 50's the improvement and spreading of the adult education practice began, and it was initiated with the publication of the professional works. From the middle 50's to the late 60's there was significant adult education develompent in Croatia, both formal and non-formal. During this period the number of the popular and newly established workmen universities extended. In bigger companies, especially in those which were oriented to the export, various workshops of technical and general education character, and various courses opened. In this period the institutions of the higher education and business schools for adult education worked. The adult education centre was the Union of the National Universities of Croatia, with responsibility of the maintenance of the adult education practice and development of the adult eduation theory. The Union also started to publish special magazine the "Andragogy", the only magazine from the sphere of adult education in ex-Yugoslavia. The Union also established the library "Adult Education", which published around 50 works. The Union initiated the School for the Andragogic Staff (education and training of the teachers and organizators in adult education). In the period between 1962 and 1983 the school was attended by 12476 students, and 487 lecturers. The school works as the Summer school (in Poreč) and Winter school (in Crikvenica), in the form of seminars, courses, conferences, coloquium, international debates, etc. The School, for its original ideas, programs realised, attendants and achievements, became the centre of ideas and activity not only in Croatia, but in other countries all over the world. The imposing activity of the

School with more than 600 programs realised, and with the engagement of around 1000 renowned experts of different profiles from the country and from abroad, puts the School in the range of the andragogic activity which is famous in the world. The School organized "International debates" with the participation of hundreds of andragogs from abroad, who critically observed andragogic theory and practice. The entire activity is the responsibility of the Andragogic Centre in Zagreb, while the work coordination of the national and workmen universities is the responsibility of the Union. The andragogic Centre also organizes studies of adult education experts abroad, and of foreign experts in our country. The development of the andragogic theory and practice encourages the introduction of the andragogic university studies. Therefore, PhD M. Ogrizović, from the Faculty of Philosophy in Zagreb, in 1959 introduces the colegium of andragogy. The colegium appears two years later at the High Professional Pedagogical School in Rijeka, and soon it starts to be taught in other highschool institutions in ex-Yugoslavia. Therefore, andragogy in its "golden period" of 50's found its place as a scientific discipline in the highschool institutions (Klapan, 1998).

In the late 70's and at the beginning of 80's, Croatia falls into crisis during which the economical growth stagnates, unemployment rises, social standard significantly falls. The crisis deepens, it becomes political, economical, cultural and moral. This reflects in adult education. There are fewer investments in adult education as a public activity. Restrictions on financial support of adult education are introduced, from the state budged and from the companies. Everything begins to fall on the shoulders of the adult education users, except the programs that are focused at the ideologic-political education through the union's and parties's schools. Such orientation in the adult education leads to the fall of the created hypotheses on the connection between developed andragogic theory and

practice. Andragogic practice becomes a routine, in spite of many research on inovations in adult education (distant education, educational cycle, examination of the educational needs, multimedial education...) (Lavrnja/Pongrac, 1996; Lavrnja/Klapan, 1998). Non-formal education of adults stagnates, inovations fail to take place, the spectre of provided adult education programs shrinks. From the beginning of 80's to the year 1990 s the social crisis – political, economical, cultural, moral – deepens. There is also a crisis in the adult education formal and nonformal practice. There is a growth of interest only in the sphere of foreign languages and informatics.

From the year 1990, in Croatia there is a fast development of the social and political changes. After the announcement of independence followed the war together with all the related difficulties and problems. The conditions for adult education are not favourable, although there are significant educational needs. Besides needs that exist in other countries, especially in countries that experience transition, there are also specific educational needs, such as: war disabled persons education, educational work with refugees, war veterans education, prequalification, and other needs which arise from the actual needs of the social development. Adult education in Croatia in the period of transitional changes is focused on the problems of democracy and tolerance education in social processes, prequalification and additional programs of education for the market conditions, nonformal forms of education, education in the sphere of the economical and fiscal business and marketing, foreign languages learning programs, informatical education. Formal adult education realises in various institutions, first of all at national and open universities. In Croatia there are over 300 institutions that perform the verified programs and forms of adult education by means of which qualifications for various jobs are acquired. Although Croatia experienced the various models of

nonformal adult education, the activities rested during this period and were not reaffirmed until recently. New information technologies introduce in adult education some new possibilities in the processes of informal education and self-education which more and more occurs in Croatia. In last few years in Croatia various activities are realised with the organisation of the Andragogic Society, andragogic Centre, and Association of the People's Open Universities. There are again Summer and Winter school of andragogs , seminars, round tables, involvements in international associations of adult education, and projects, disseminations of literature from other countries, and the andragogic magazine "AdultEducation" is run to continue the rich tradition of publishing the andragogic magazines in Croatia. Our scientists who deal with andragogic issues publish books (Pongrac, Lavrnja, Klapan, Pastuović, Matijević). Scientists attend the international assemblies with well-received works, and there are also some scientific-research projects in the sphere of adult education.

2. FURTHER DEVELOPMENT AND PERSPECTIVES OF ADULT EDUCATION IN CROATIA

The adult education in Croatia should be given the status of the public activity which will not, in the beginning at least, be left to the "free market", but will acquire sistematic financial support from the state, companies, like the formal school education. Similarly, it is necessary to introduce sistematic and legal regulation for the functioning of the activity. It is also necessary to work systematically on the spreading of the network and models of formal adult education, but in the same time on the affirmation of the nonformal and informal forms of education

which would be organized in the acceptable way and available to the interested users of the educational goods. Models and forms of adult education should be supported by modernization of methods, forms and technology of the work with adults.

Adult education in Croatia should be further developed as the integral part of the lifelong learning in which the adult education would keep its speciality in the theoretic-methodologic foundation and practical solutions, but in the same time it would acquire new characteristics of the lifelong learning philosophy. Therefore, it is necessary to work hard so that the adult education would be the part of the system of the lifelong learning, legal legislation and economical and material support of the society, to the moment when the adult education system will become self-supporting system.

Furthermore, it is necessary to work on the program structure of the education of the educators who work with adults by introducing the study of andragogy as one of the studies of the educational sciences on the teachers' faculties, i.e. universities which would in this essence represent interdiscipline and multidiscipline study for the experts of various profiles for work in the adult education.

The andragogic theory and practice should be far more developed and improved within the framework of the Institute for the School and future necessary Institute for the Research of the Educational Sciences which could contain separate department for the adult education. The Andragogic Centre in Zagreb should also be programatically organized and equiped with the staff in order to become the centre for the research on and development of adult education (the example of Slovenia, Estonia).

Next, the existing staff, but also those who do not directly work in the field of andragogy, should be gathered in realization of the research

projects in which the experts and scientists would participate. It is necessary to gather the experts in the realization of the developing research where certain adult education problems would be scientifically and professionally thaught, as well as the theoretical-methodologic hypoteses of the conducted research and the andragogic paradigm on which they are based. In that sense it is necessary to develop the methodology of the andragogic theory and practice research for the creation of the various starting points, methods, procedures and techniques of research.

In development of the andragogic theory and practice it is necessary to develop and maintain various models and forms of adult education in which , more than before, the individualised and differentiated approach to the adult education would be emphasised. Therefore, the adult education would not be based only on the compensation function, but first of all on the anthropological, individual approach where the adult education is social, but basically individual good of every person. In that sense it is necessary to affirm the role of the local community in development and care of the adult education.

Important questions of the andragogic theory and practice are the educational needs of adults which constantly require theoretical reviews that bring new knowledge, especially in the sense of their implementation in the actual practice of adult education as the primary human need and possibility of the individuals to realise their basic human being sense through it.

Adult education should contribute to the social development and prosperity, but also to the personal development of every individual. Adults should, as PhD Franz Poggeler states: "...have the right to education to do the things they had no time to do before, to educate

themselves for their personal need, for their soul; to educate themselves because they will and want, and not because they must."

The adult education in Croatia should also be focused in this direction.

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